South Carolina
Department of Education

Together, we can.

South Carolina
Grade 2 Gifted and Talented Testing Program

Test Coordinator Manual

Fall 2010

RIVERSIDE PUBLISHING
a subsidiary of Houghton Mifflin Harcourt

Schedule of Important Dates

September 16, 2010	Riverside receives student pre-identification file from South Carolina Department of Education (SCDE).
September 28 & 30 and October 4 & 7, 2010	Pretest WebEx for District Test Coordinators.
October 11, 2010	Last day for districts to order large-print versions of tests if required.
October 18, 2010	*ITBS* and *CogAT* student test booklets and *Directions for Administration* arrive in district offices.
October 26 – November 12, 2010	Test administration window.
November 5, 2010	Final day for districts to order additional materials from Riverside.
November 15 – 17, 2010	Districts pack materials for return to Riverside for scoring. (All districts should ship materials no later than November 17.)
November 19, 2010	Riverside receives test materials back for scoring.
November 22 – December 17, 2010	Riverside contacts districts regarding scoring alerts and missing materials.
December 10, 2010	Districts that return their test materials by November 19 with no issues will receive their CD-ROM PDF reports, student score labels, and data file.

Who to Contact

Riverside Publishing Customer Service

Phone: 800.323.9540 (Press #3 for Customer Service, then press #4 for State Assessments.)
Fax: 630.467.7192

For information on state policy regarding gifted and talented programs, please contact:

Rick Blanchard
Office of Standards and Support, SCDE
Phone: 803.734.8335
E-mail: rblancha@ed.sc.gov

For additional information on Riverside products, please contact:

Sue Rawls
Riverside Publishing
Assessment Consultant
Cell: 704.620.8262
E-mail: sue.rawls@hmhpub.com

New for 2010

- **Riverside Assessment Consultant,** Page iv
- **Test Administration Window,** Page 7
- **Race/Ethnicity Coding,** Page 25 & Appendix F
- **Security Checklist Recommendation,** Page 36

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1 Message to District and School Test Coordinators

Purpose of This Manual

This *Test Coordinator Manual* provides important information that will help ensure the success of the South Carolina Grade 2 Gifted and Talented Testing Program for all students, teachers, parents, schools, and districts. This *Test Coordinator Manual* provides an overview of the testing program; guidelines for implementing the testing program; and specific information necessary for receiving materials from Riverside Publishing, completing student booklets, and preparing the completed booklets for return to Riverside.

Purpose of This Testing Program

The South Carolina Department of Education (SCDE), in accordance with State Board of Education Regulation 43–220, requires the administration, scoring, and reporting of a norm-referenced test system. The tests include aptitude (verbal, quantitative, and nonverbal), achievement in reading comprehension, and achievement in mathematics concepts and problem solving. The purpose of the assessments is to help identify potential students for academically gifted and talented programs.

The norm-referenced tests (aptitude and achievement) for gifted and talented screening are administered in the fall of each year to students in grade 2. The information from the administration of the norm-referenced tests is entered into the *Gifted Identification Forms and Tasks* (*GIFT*) software program, which identifies students who qualify for the program. Based on the results from the norm-referenced tests, a secondary screening using a performance assessment may be required for possible candidates.

Although the purpose of administering these tests is to identify students for the gifted and talented program, the results for all students can be useful to teachers as they examine their instructional practices and can help them identify teaching strategies for all students.

The state has purchased the services of Riverside Publishing to provide the aptitude and achievement tests. However, each district has the right to use other nationally

normed tests as long as they were normed after 2004 and render the required data for gifted and talented screening.

Basic Information about the Tests

South Carolina's grade 2 students will take Form C of the *Iowa Tests of Basic Skills®* (*ITBS®*) Complete Battery, Level 7, and Form 6 of the *Cognitive Abilities Test™* (*CogAT®*), Level 2. For the purpose of identifying students for the gifted and talented program, the state requires the administration of five of the thirteen tests from Level 7 of the *ITBS* Form C Complete Battery:

> **Required Tests:** Reading (Picture Stories, Sentences, Stories), Math Concepts, and Math Problems
>
> **Optional:** Vocabulary, Word Analysis, Listening, Language, and Math Computation

These tests vary in length from 22 to 46 questions, and the estimated time for a student to respond to a test is from 15 to 35 minutes. (See the *ITBS* and *CogAT Directions for Administration* for specific suggested times.) The tests are untimed except for a portion of the Math Computation test. Except for the Vocabulary and Reading tests, questions are presented orally. In order to obtain a Total Math score, both Math Concepts and Math Problems must be administered. Districts can administer and obtain scores for the optional tests at no extra cost.

CogAT contains two verbal, two quantitative, and two nonverbal tests. Each of the six tests has 24 questions, and although all of the tests are untimed, each test requires approximately 20 minutes for students to respond to. For screening into the gifted and talented program, a student needs all three scores: verbal, quantitative, and nonverbal.

If you are giving the *ITBS*, you must also administer the *CogAT* tests.

Test Security

ITBS and *CogAT* are both secure tests. These materials must be handled in accordance with State Board Regulation 43–100 (Appendix A). Therefore, all test materials must be treated in a careful, secure manner. Each district is accountable for all test materials received and is responsible for returning all secure materials to the Riverside Scoring Service.

Security Checklists are packed with the test materials. See pages 36 and 37 of this manual for additional information.

Riverside Publishing Company
Security Checklist

_____   _____
Assembled by   Checked by

Run #:	45522	**District:**	Riverside School District 1403
Sequence:	1	**School:**	Riverside Woods Elem 019
Grade:	2	**Class:**	J Smith 51
Document Count:	10	**Document:**	165444 COGAT Lvl 2 Frm 6(C)

Test Administrator: _____   **Materials Returned Date:** _____

RPC # Barcode No	Last Name	First Name	Day 1		Day 2		Day 3		Day 4		Day 5	
			Out	In	Out	In	Out	In	Out	In	Out	In
01 - 2400293005	Amerson	Hunter										
02 - 2400293013	Avins	Mikayla										
03 - 2400293021	Brogdon	Demetrius										
04 - 2400293030	Burgess	Blake										
05 - 2400293048	Calvin	Tyjhai										
06 - 2400293056	Crooks	Kenneth										
07 - 2400293064	Evans	Maxwell										
08 - 2400293072	Feagin	Dakota										
09 - 2400293081	Floyd	Rebecca										
10 - 2400293099	Gamble	Timothy										

List barcode number and reason if not returned:

_____

2 Overview of Tests at Grade 2

Materials

District

The following test materials will be sent to District Test Coordinators (DTCs) for the fall 2010 administration of the South Carolina Grade 2 Gifted and Talented Testing Program:

Summary of District Packing Lists

Acknowledgment of Receipt of Materials Fall 2010
> To be used to indicate receipt of tests

Request for Additional Testing Materials Fall 2010
> To be used for requesting additional testing materials

Copies of *ITBS* and *CogAT* test booklets

Copies of *Directions for Administration* for *ITBS* and *CogAT*

Return Kit Materials

School Identification Sheets

Grade/Class Identification Sheets

Prepaid UPS A.R.S. 2nd Day Air Shipping Labels

Return Shipping Labels (Orange Scorable and Blue Non-Scorable)

Order Form for Riverside Scoring Service (OSS)

Teacher Reference Guide
> Tests to Administer reference sheet
> To be reproduced for schools if necessary

Security Checklists
> To be included with each shrink-wrapped package of test booklets

Security Checklist Return Envelope

School

The following test materials will be sent to the district office to be forwarded to the School Test Coordinator for the fall 2010 administration of the South Carolina Grade 2 Gifted and Talented Testing Program:

Summary of School Packing Lists*

Grade 2 *ITBS*
- *ITBS* Level 7 Complete Battery machine-scorable test booklets
- *ITBS* Level 7 *Directions for Administration* (1 per 22 students)

Grade 2 *CogAT*
- *CogAT* Level 2 machine-scorable test booklets
- *CogAT* Level 2 *Directions for Administration* (1 per 22 students)

Classroom Security Checklist

To track secure test booklets within schools

Teacher Reference Guide

Tests to Administer reference sheet

Large-Print Materials (if ordered)

School Identification Sheets (1 pre-identified)

Grade/Class Identification Sheets

Summary of Test Materials Returned Fall 2010

Total number of test booklets being returned

Security Checklists

To be included with each shrink-wrapped package of test booklets

Security Checklist Return Envelope

* School Packing Lists should be retained this year to verify that the total number of test materials that were received matches the total number of test materials that are sent back for scoring. See pages 33 & 39 for more details.

Required Tests to Administer

The following *CogAT* tests **must be** administered for the South Carolina Grade 2 Gifted and Talented Testing Program:

CogAT Level 2	Test Booklet Page Numbers	*Directions for Administration Page Numbers*
Verbal Battery		
■ Oral Vocabulary*	Pages 2–7	Pages 15–19
■ Verbal Reasoning*	Pages 8–12	Pages 20–22
Quantitative Battery		
■ Relational Concepts*	Pages 13–17	Pages 23–25
■ Quantitative Concepts*	Pages 18–22	Pages 26–28
Nonverbal Battery		
■ Figure Classification*	Pages 23–27	Pages 29–30
■ Matrices*	Pages 28–34	Pages 31–33

* All six tests must be administered to obtain a Composite Aptitude score.

The following tests in the *ITBS* Level 7 Complete Battery **must be** administered for the South Carolina Grade 2 Gifted and Talented Testing Program:

ITBS Level 7 Complete Battery Test	Test Booklet Page Numbers	*Directions for Administration Page Numbers*
Reading: Picture Stories	Pages 11–15	Page 26
Reading: Sentences*	Page 16	Pages 26–27
Reading: Stories	Pages 17–20	Pages 27–28
Math Concepts**	Pages 35–39	Pages 41–44
Math Problems**	Pages 40–45	Pages 45–50

* Make sure all School Test Coordinators are aware that the directions for
Reading: Sentences begin at the bottom of page 26 and should not be skipped.
** Math Concepts and Math Problems must be administered to receive a Total Math score.

Districts may choose to administer all *ITBS* test sections that are available in the complete battery test booklet. However, please remember that all tests listed on this page are mandatory. A reproducible Teacher's Reference Guide is included with each school's test materials to help teachers know exactly which tests they must administer for this testing program.

Large-Print Editions. A large-print format is available for both *ITBS* and *CogAT*. Be sure to let your District Test Coordinator know prior to testing if you have students who require these formats. The District Test Coordinator can order large-print versions of the tests by contacting Riverside Project Manager, Lisa Huston, at 800.323.9540 ext. 6704. **These materials must be ordered by October 11, 2010.**

Practice Activities. In order to provide Test Administrators and students with an opportunity to become familiar with the various formats used for test questions, your district may purchase practice tests for *ITBS* and *CogAT* for grade 2 by contacting Riverside Customer Service at 800.323.9540.

Optional Testing and Reporting. A district may decide to administer, for its own use, additional tests included in the *ITBS* Complete Battery that are not required for the South Carolina Grade 2 Gifted and Talented Testing Program. There is no extra charge for this service. The district simply administers the tests of interest, and scores for these tests will automatically be provided. Districts that wish to receive a total reading score must also administer the Reading Vocabulary test, which is not required by the SCDE for this testing program.

Districts may also decide to request additional score reports that are not provided by the state. These can be requested on the Order Form for Riverside Scoring Service (OSS). There is an extra charge for additional reports.

Finally, all districts will be given the opportunity, at a discounted cost, to provide the *ITBS* and *CogAT* to students in grades 3 through 8 across the state. Please contact Sue Rawls, your local Riverside Assessment Consultant, at 704.620.8262, for more information.

When to Test

ITBS and *CogAT* must be administered at grade 2 in all districts between **October 26 and November 12, 2010.**

Who to Test

South Carolina State Board Regulation 43–220 requires districts to screen all students by reviewing census aptitude and achievement test scores. This includes special education and ELL students. Screening involves the review of student data to determine eligibility.

Given the structure of *CogAT* Level 2 and *ITBS* Level 7, the vast majority of students will be able to take both tests in the standard manner. However, to ensure maximum participation, students who have disabilities that might make it difficult for them to demonstrate their abilities through standard testing procedures may use a variety of accommodations.

Accommodations

The Individualized Education Program (IEP) usually indicates whether a student should have access to accommodations during testing and what the nature of those accommodations should be. An accommodation is intended to neutralize, as much as is possible, the effect of the student's disability on the assessment process so that the student is assessed on an equal footing with all other students. Accommodations do not change the skill being measured.

The purpose of using testing accommodations with English Language Learners (ELL) is to be able to measure their skills and knowledge of the curriculum without significant interference from their limited opportunity to learn English.

Pages 7–9 of the *ITBS Directions for Administration* and pages 7–9 of the *CogAT Directions for Administration* provide more information about the accommodations that can be used for these tests. The accommodations most frequently used are described below.

State Department Policy for This Testing Program

At the request of DTCs, the SCDE is providing the following guidance for screening special education students for gifted and talented programs. Regulation 43–220 requires districts to screen all students by reviewing census aptitude and achievement test scores. Screening involves the review of student data to determine eligibility.

For special education students this may mean reviewing existing data to determine if a student meets the criteria to qualify for the gifted and talented program. If data does not exist and a student's IEP does not indicate any exemptions from additional assessments, then it would be necessary to administer aptitude and achievement assessments. Students cannot be included or excluded from screening because of any disability.

Individual/Small Group Administration. Students may be tested in small groups or individually; there is no minimum group size requirement for test administration. Students who need extra breaks and those who might be disruptive in a classroom-testing situation may be tested in this manner.

Large-Print Edition. Students with visual impairments may benefit from the use of a large-print version of the test.

Communication Assistance. A Test Administrator who is fluent in the signing or cueing methods used by the student may need to repeat directions or certain portions of a test administration to clarify procedures for the student. Care must be taken not to use signs that might convey answers to any test questions.

Repeated Directions. Test directions may be read aloud as many times as is necessary to inform students of the proper procedures to follow in responding. However, directions for individual test items should not be repeated.

Answers Recorded. An Assistant Test Administrator may record the answers for a student in the test booklet if the student is unable to do so because of a physical disability.

English/Native Language Word-to-Word Dictionary. ELL students may be permitted to use a glossary that translates an English word to the corresponding word in their native language. The need for this assistance is a subjective judgment by the student's teacher and depends on whether the student uses such dictionaries routinely during classroom assessments.

Test Administered by ELL Teacher or Individual Providing Language Services. This accommodation allows the ELL student to be tested in the environment that is most comfortable.

Accommodations that were used can be tracked by coding the back of the student's test booklet. Following the administration of the test, please enter the code for the accommodation used on the back page of the student's test booklet according to the instructions on page 31 of this manual. On pages 8–10 of the *Directions for Administration*, there are references to *Procedures for Supplemental Coding*. Information required for coding is also provided on page 31 of this *Test Coordinator Manual*. The information about which accommodations were used will not appear on the various reports but will be part of the student data file that is returned to the districts and schools.

Students Included in Reports

Scores for all students who take one of the *ITBS* tests or one of the three *CogAT* batteries will appear on the reports. Also, students who are absent, excused, or refused to take the test for all of the *ITBS* and *CogAT* tests will appear on the List of Student Scores report with a code for absent, excused, or refused, but no scores will be reported. In districts that elected to administer *CogAT*, students who were absent, excused, or refused for all the *CogAT* tests will also be reported with a code that will indicate absent, excused, or refused. These students are not included in the calculations for summary reports. Students who are absent during part of the test administration and complete at least one battery will have their scores reported and their results will be included in the summary calculations. **Students must complete a minimum of one test on the *ITBS* or *CogAT* to receive a composite score. The SCDE expects that students who are absent during the districtwide test administration be administered the tests upon their return to school, within the testing window. The SCDE expects districts to make every effort to adhere to this policy.**

Students who were enrolled in a school at the beginning of the year but moved by the time of testing will not be included in the reports for the school from which they have moved.

Security of Test Materials

As stated earlier, the purpose of administering these tests is to identify students for the gifted and talented program. Every effort should be made to ensure that this is done in a manner that is fair to all students. For this reason, the state has put in place security procedures to limit the potential for disclosure of test content and the opportunity for students to gain an unfair advantage.

The administration of the tests at grade 2 must be in accordance with state regulations for test security (see Appendix A). The students' classroom teacher may administer the tests. Although teachers should be familiar with the tests prior to administration, they must not review the test content (test booklets and *Directions for Administration*) with students beforehand and must make every effort to avoid any inadvertent disclosure.

District Test Coordinators are asked to account for and return **ALL** of the test booklets and *Directions for Administration* manuals by using both the School Packing Lists and Security Checklists provided in each shipment.

A pre-identified barcode label will be affixed to each document. The security numbers on these pre-identified barcode labels are assigned to each teacher, and the numbers for the *Directions for Administration* manuals are assigned to particular schools. Overage materials shipped to the school are assigned to the particular school. Overage materials and extra materials shipped to the district are assigned to the district. These numbers are stored in a database and printed out on the Security Checklist/Inventory Sheets. After testing, all test booklets and *Directions for Administration* manuals will be returned to the Riverside Scoring Service, and each barcode number will be scanned into a computer file. The numbers scanned will be compared to the master computer file. A list of any missing documents will be produced, and Riverside will e-mail districts to retrieve any missing documents.

All materials from *ITBS* Form C have been restricted by Riverside's Customer Service department and have never been and never will be sold, sampled, or distributed in any way within the state of South Carolina except as part of this contract. To ensure security, Riverside will limit distribution of the state-selected test materials to District Test Coordinators and will sell only norm-referenced tests (*ITBS*, Form A) for grades not included in the statewide assessment system.

Access to answer keys for the South Carolina Grade 2 Gifted and Talented Testing Program is highly restricted.

Preparing Students for Testing

Testing in the Primary Grades

Children in kindergarten through grade 3 show considerable differences in their experiential backgrounds, attention spans, ability to work on their own, and persistence in staying with a task. In recognition of these differences, the following considerations are suggested:

- *ITBS* and *CogAT* are designed to be group-administered tests. The tests and directions are constructed for relatively easy administration by classroom teachers. Someone who is familiar to the students and who has a good rapport with them should administer the tests. No special training in testing is required.
- Studies show that young children are capable of taking *ITBS* and *CogAT*. Nevertheless, it is important to monitor students to make sure that each one understands the test instructions, is working on the correct question, and is marking the test booklet properly.
- The pace at which the test questions are presented should be adjusted to suit the characteristics of the children being tested.

Making the Testing Meaningful. Most young children have had little or no experience with standardized tests, and therefore do not have any preconceived notions, either positive or negative, about such tests. There is no need to be anxious about the testing.

Students can be told that the teacher will use the results to better understand each student's progress. They should understand that the test will help teachers find out how the students learn and solve problems.

Addressing Test-Taking Skills. Some students taking these tests may not have taken tests of this type before, and therefore will benefit from some discussion about test-taking procedures. Students need to know how to mark answers and how to move from one question to the next. Students need to know that they will be expected to work independently.

Students should be told in advance that there might be a few questions that they will not know how to answer. They should be told that they are not expected to know the answers to all the questions and that it is acceptable to make no mark for a question. For each question, students should think about the answer choices and decide which one would make the most sense. Students should be encouraged to persevere and not to give up quickly, even if they encounter questions that they find difficult.

Motivating Students. Young children are curious by nature. They want to learn, and they are proud to demonstrate what they have learned. Special motivation is generally not needed. In fact, placing too much emphasis on the importance of the tests in an attempt to motivate students is likely to yield unintended and unwanted responses—high anxiety, fear of making mistakes, or resistance to test taking.

Informing Parents

Communication between school and home before testing begins can help make testing run smoothly and can help make it possible for students to do their best on the tests. Despite the care taken at school to create a positive atmosphere for testing, pressure from parents or siblings and friends sometimes fosters feelings of anxiety in some students. Much of this can be prevented if parents have been informed about the purpose of testing, the nature of the tests, how the results of the testing will be used, and the type of support parents can provide. Parent permission to take these tests is not required for this testing program.

One purpose of informing parents about the testing schedule is to solicit their support in reducing absences and tardiness and to encourage the maintenance of a typical routine during the testing period. Frequently, these ideas are conveyed through a newsletter or flyer. Any such communication needs to contain factual information about the testing program. Common misconceptions or misunderstandings should be addressed openly and thoroughly.

Scheduling the Tests

ITBS Level 7 and the *CogAT* Level 2 are untimed, and districts are free to work out testing schedules that fit their circumstances. **Testing periods must be distributed over five days within the testing window.** The schedule for administering these tests can be found on the next page. Administration times are approximate and are expected to vary with different groups of students. However, since these are second-grade students, **NO MORE THAN ONE HOUR OF TESTING PER DAY IS APPROPRIATE.** The estimated times shown include time for distributing and collecting test booklets, explaining the testing tasks to the students, working through practice items, and answering students' questions.

Day	Test	Test Booklet Page Numbers	Estimated Time (minutes)	District Schedule	
				Date	Time
Day 1	*CogAT* Oral Vocabulary Verbal Reasoning	Pages 2–7 Pages 8–12	43		
Day 2	*CogAT* Relational Concepts Quantitative Concepts	Pages 13–17 Pages 18–22	40		
Day 3	*CogAT* Figure Classification Matrices Matrices	Pages 23–27 Pages 28–34	41		
Day 4	*ITBS* ■ Reading: **Picture Stories** ■ Reading: **Sentences** ■ Reading: **Stories**	Pages 11–15 Page 16 Pages 17–20	40		
Day 5	*ITBS* Math Concepts Math Problems (There should be a break between these two tests. One could be administered in the morning and one in the afternoon.)	Pages 35–39 Pages 40–45	55		

Required Schedule for Administering
***CogAT* Level 2 and *ITBS* Level 7**

Note: This schedule has been developed in consultation with the Office of Assessment and the Office of Curriculum and Standards at the South Carolina Department of Education.

If a district chooses to take any of the other *ITBS* Optional tests, they must administer these tests after the required tests are complete.

3 General Procedures

The District Test Coordinators will distribute the test materials to the School Test Coordinators. The School Test Coordinators will assist the school principals in providing for the physical security and proper administration of the test materials at the school site. The tests will be administered during the prescribed test administration period according to the procedures described in this *Test Coordinator Manual* and the *Directions for Administration*.

At the conclusion of the test administration period, all test materials must be handled in accordance with state and district administration and security procedures. A Security Checklist is provided with each package of secure test materials to help ensure that all security barcoded materials have been returned to the Riverside Scoring Service. The School Test Coordinators will prepare the *ITBS* and *CogAT* student booklets and *Directions for Administration* for shipment to the district office. The District Test Coordinators will make certain that all materials have been returned to Riverside by the specified date.

Riverside will scan and score the *ITBS* and *CogAT* test booklets and provide to the District Test Coordinator a CD-ROM containing Portable Document Format (PDF) versions of the reports and a CD-ROM containing a student data file for each school and the district. Each district will receive two copies of the student data file. One copy should immediately be given to the Gifted and Talented Coordinator so that he or she can begin loading the data into the GIFT program. The second copy should be retained for district records. The District Test Coordinator will then distribute the school CD-ROMs to each school.

4 District Test Coordinator

Before Testing

Inventory Test Materials

Step 1. Inventory the test materials immediately upon receipt. The **District Summary Packing List** is located in box 1 of your shipment. Count and make note on the Summary Packing List of the number of boxes you have received.

Step 2. Advise the School Test Coordinators that they should **save the boxes** in which materials were shipped so that they can be used to return all test booklets and *Directions for Administration* manuals to Riverside. If the schools in your district need additional boxes, please use boxes that are sturdy and reinforced.

Prepare for Test Administration

Step 1. Review this *Test Coordinator Manual* and the *Directions for Administration.*

Step 2. Develop a test administration schedule for the district. See page 13 of this *Test Coordinator Manual* for the required testing schedule.

Step 3. Distribute test materials to the School Test Coordinators during the prescribed distribution period.

Step 4. Ensure that schools have sufficient materials and order extra materials as needed. Use the *Request for Additional Testing Materials Fall 2010* (Appendix J) to order additional copies of the *Directions for Administration* and student test booklets. Ensure that your schools receive one blue *Grade/Class Identification Sheet* (Appendix E) for each class or group to be tested. Also check that schools have the purple pre-identified *School Identification Sheet* (Appendix D).

Step 5. Once the School Test Coordinators have indicated receipt of materials, use the *Acknowledgment of Receipt of Test Materials Fall 2010* (Appendix K) to indicate that you have received all of the materials sent to the district. Fax the form to Riverside.

Step 6. Ensure that arrangements have been made for any student who requires accommodations to respond to the test. Make certain that large-print editions are available if needed.

After Testing

Once the District Test Coordinator receives the boxes from the School Test Coordinators, the District Test Coordinator finalizes the packaging and shipping of materials. Return labels have been provided for this purpose.

Returning Materials after Test Administration

Step 1

- Collect all boxes of scorable and non-scorable materials from your School Test Coordinators.

Step 2

- Complete the Order Form for Riverside Scoring Service (OSS) for your district.
- Complete the Answer Document Count section on the OSS. This information should be provided by the School Test Coordinators on the *Summary of Test Materials Returned Fall 2010* (Appendix L).
    - **Note:** Please enter the **scorable** test booklet document count for both *ITBS* and *CogAT* for each school and then add the two counts together to give the final total for all **scorable** test booklets being returned for scoring. (See page 32 for more information.)
- **Complete the remaining pages of the OSS only if your district would like to purchase additional reports or extra copies of reports.** If you have any questions about completing this form, please contact Riverside Customer Service at 800.323.9540.
- **Place the OSS on the top of Box 1 of the SCORABLE MATERIALS. (It will be up to the DTC to determine which school's scorable materials will be used as box 1.)**

> **If your OSS is not in box 1 of your scorable material shipment, an alert will be created, which can delay the shipment of your reports.**

THE IOWA TESTS®

SOUTH CAROLINA GRADE 2 GIFTED AND TALENTED TESTING PROGRAM

2010–2011 ORDER FORM FOR RIVERSIDE SCORING SERVICE®

System Name for Reports

| A | B | B | E | V | I | L | L | E | 6 | 0 | | | | | | | | |

	Test Date		
	Month	Day	Year
	11	01	2010

Ship to

Please verify or correct the shipping address for your score reports

TIM ROGERS
ABBEVILLE 60
200 Bollingbrook Street
Abbeville SC 29620

Bill To   Same as ship to ☐

(For additional orders only)

Name
Title
System
Address
City   State SC   Zip

Other Information

# of Shipped Packages
Phone #
Fax #
E-mail
Purchase Order #
Signature _____
Date _____ / _____ / _____

Check the Test(s) Administered for grade 2.   ____ITBS ____CogAT

Enter the names of buildings and the number of test documents.	Enter Answer Document Count by Grade		
Building Name	**2**	**2**	**Total**
	ITBS	**COGAT**	
Cherokee Trail Elem			
Riverside Use Only			
Diamond Hill Elem			
Riverside Use Only			
John C Calhoun El			
Riverside Use Only			
Long Cane Primary			
Riverside Use Only			
Total Number of Documents			

_____ **Attached Supplementary Building List. Test booklets will be picked up for return to the RIVERSIDE SCORING SERVICE®, 761 District Drive, Itasca, IL 60143-1319. For any reports or options that are not shown on this order form, please call Customer Service at 800-3232-9540. See current catalog for pre-student prices on optional reports, and information on shipping and handling charges.**
Please have test materials picked up by UPS no later than Wednesday, November 17, 2010.

It is up to the District Test Coordinator to determine which school in their district will be designated as the first to be scanned. When this has been decided, the OSS should be placed into **Box 1** of the **SCORABLE MATERIALS**. The DTC should also mark the orange identifier label "Check if this box contains the Order Form for Riverside Scoring Service" with a check mark.

The totals on the OSS should come from the **Summary of Test Materials Returned** FAX ME form sent to the DTC by the School Test Coordinator. See page 59 for a sample of this form.

Step 3

Included in the Riverside Publishing Return Kit are UPS A.R.S. labels for use in returning your shipment of scorable documents to Riverside Scoring Service. Each box must have a UPS A.R.S. label affixed to it. Affix the label to the top center of the box(es).

When shipping the test materials back to Riverside, be certain to cover the original shipping labels with black marker or paper.

UPS DRIVER INSTRUCTIONS: *YOU ARE AUTHORIZED TO ACCEPT THIS PACKAGE WITHOUT A PICKUP RECORD.*

A.R.S.

FROM: Name:
Street:
City: State: ZIP Code:

SHIP TO: SCORING CENTER
RIVERSIDE PUBLISHING
761 DISTRICT DR

ITASCA IL 60143 1319

IL 603 9-06

UPS 2ND DAY AIR® **2**

TRACKING #: 1Z 2RV 363 38 1015 6619

UPS Authorized Return Service®   MWI 51.0A 01/2006 01118612 10/06 MW

REF # :

(ups) **2ND DAY AIR A.R.S. TRACKING NUMBER** | REF #/ DATE
1Z 2RV 363 38 1015 6619

Retain tracking number for your records.

The bottom portion of each label contains a small removable sticker printed with a UPS tracking number. Please keep this number for your records. Neither Riverside nor UPS will be able to trace the package without this number. If you need more labels, please call Riverside Project Manager, Lisa Huston at 800.323.9540 ext. 6704.

Step 4 (Scorable Materials)

- If not already completed, place the **orange** identifier label titled "SC Grade 2 Gifted and Talented Testing Program Scorable Materials" **on the side** of each box.

- Indicate box number _____ of _____ on each box of scorable materials to ensure that your boxes are easily identified when they arrive at the Riverside Scoring Service.
    - Boxes should be in order by school.
    - **Boxes must be numbered consecutively by district, not by school within the district.**

- Scorable and non-scorable boxes should be tallied separately.

- Place a check mark in the box on the orange identifier label titled "Check if this box contains the Order Form for Riverside Scoring Service" if you have packaged your Order Form for Riverside Scoring Service in this box. Remember, it is up to the District Test Coordinator to determine which school in his or her district will be designated as the first to be scanned. When this has been decided, the OSS should be placed into **Box 1** of the **SCORABLE MATERIALS.**

- The boxes with the orange identifier labels titled "SC Grade 2 Gifted and Talented Testing Program Scorable Materials" must contain scorable materials only (Pre-ID *ITBS* Student Test Booklets, Pre-ID *CogAT* Student Test Booklets, School Headers, Grade/Class Headers.) **Do not intermix boxes of non-scorable materials with the shipment of scorable materials.**

**SOUTH CAROLINA GRADE 2
GIFTED AND TALENTED TESTING PROGRAM
SCORABLE MATERIALS**
FALL 2010

District Name _____

To:

    Riverside Scoring Service
    761 District Drive
    Itasca, IL 60143-1319

BOX _____ of _____

❏ Check if this box contains the Order Form for
Riverside Scoring Service.

Step 5 (Non-Scorable Materials)

- If not already completed, place the **blue** identifier label titled "SC Grade 2 Gifted and Talented Testing Program Non-Scorable Materials" **on the side** of each box.

- Indicate box number _____ of _____ on each box of scorable materials to ensure that your boxes are easily identified when they arrive at the Riverside Scoring Service.
    - Boxes should be in order by school.
    - **Boxes must be numbered consecutively by district, not by school within the district.**

- Scorable and non-scorable boxes should be tallied separately.

**SOUTH CAROLINA GRADE 2
GIFTED AND TALENTED TESTING PROGRAM
NON-SCORABLE MATERIALS**
FALL 2010

District Name _____

To:

Riverside Scoring Service
761 District Drive
Itasca, IL 60143-1319

BOX _____ of _____

- This shipment must contain non-scorable materials only (*ITBS* and *CogAT Directions for Administration*, unused overage test booklets, Large-Print test booklets, and Security Checklists/return envelopes). **Do not intermix boxes of non-scorable materials with the shipment of scorable materials.**

- Non-scorable materials can be combined between schools so that there are fewer boxes to be shipped back to Riverside for scanning.

Step 6

All districts will be responsible for shipping the test materials back to Riverside for scoring no later than **Wednesday, November 17. Districts are allowed to send test materials back for scoring prior to this date if desired.** Riverside uses a "first in/first out" scoring approach. This means that those districts whose materials

reach Riverside first in processable condition will be scanned, scored, and reported first.

In the original shipment of test materials, you received UPS A.R.S. 2nd day air return labels. When your shipment of scorable materials is ready, please have it in an accessible location for the UPS pickup. All districts are responsible for scheduling their own UPS pickup of test materials at the end of the test administration.

If your district has regular UPS service, UPS can collect the boxes during your regular pickup time.

If your district does not have regular UPS service, follow these instructions:

1. Schedule a UPS pickup by calling 1.800.PICK.UPS® (1.800.742.5877).
2. Choose "Send a Package."
3. Choose "Schedule a Pickup."
4. Choose "Prepaid Return" with a tracking number.
5. Give your tracking number from one of your A.R.S. labels to the attendant.

You may also wish to take the packages, with the A.R.S. labels affixed, to any UPS facility or any facility that will handle UPS shipments. To find the nearest location, visit the "Find Locations" quick link at UPS.com® or call 1.800.PICK.UPS® (1.800.742.5877).

Track your packages' progress back to Riverside's Scoring Center through UPS.com 24 hours a day, 7 days a week. Please remember to retain your tracking information by removing the sticker at the bottom portion of your A.R.S. label with the tracking number information.

Materials should be returned to:

Riverside Scoring Service
761 District Drive
Itasca, IL 60143–1319

For your convenience, arrangements have been made to "Bill 3rd party" for this shipment. Therefore, **do not pay UPS.**

Step 7

It is imperative that all District Test Coordinators respond promptly to Riverside to resolve all open alerts.

DTC Checklist of Major Activities

Before Testing	After Testing
■ Read and review the Test Coordinator Manual.	■ Receive materials from School Test Coordinators, including Summary of Test Materials FAX ME form.
■ If Large-Print test booklets are needed, call Riverside Project Manager to request them by October 11, 2010.	■ Complete the Order Form for Riverside Scoring Service (OSS).
■ Train School Test Coordinators.	■ Make sure Security Checklists are completed and placed in Security Checklist Return Envelopes. (It is recommended that you scan the Security Checklists for your records.)
■ Receive shipment of test materials. Make sure correct number of boxes have been received.	■ Separate scorable and non-scorable boxes.
■ Upon receipt, inventory quantities in the shipment.	■ Number scorable boxes consecutively by district.
■ Distribute testing materials to each school.	■ Number non-scorable boxes consecutively by district.
■ If additional quantities are needed, use the FAX ME forms included with the test materials.	■ Arrange for the shipping of materials to the Riverside Scoring Service.
■ Read and review the *Directions for Administration* (*ITBS* and *CogAT*).	■ Test materials should be picked up by UPS no later than Wednesday, November 17, 2010.
	■ **Return calls from Riverside Customer Service Representative promptly, so that all open issues with test materials can be resolved in a timely manner. Any open "alerts" will delay receipt of reports.**

5 School Test Coordinators

Before Testing

What to Do

Step 1. Use the School Packing List pages to inventory test materials **immediately upon receipt** at the school site. This packing list should also be used at the end of testing to ensure that all secure test materials are accounted for by each school. The barcode numbers are in sequence for each class. (The last digit is a check digit used for an internal check of the barcode and can be ignored.)

Step 2. Report the receipt of materials and any shortages to the District Test Coordinator.

Step 3. Obtain a copy of the district schedule for administration and return of materials. Inform teachers of the test schedule.

Step 4. Distribute the test materials to each Classroom Test Administrator shortly before test administration. Remind teachers of the specific tests and pages that must be administered.

- *Student Test Booklet.* Provide one Pre-ID barcoded *ITBS* and one Pre-ID barcoded *CogAT* test booklet for each student.
- *School Identification Sheet.* In your package of materials, find the purple *School Identification Sheet* (Appendix D) that has been pre-identified with your school information. This sheet will determine how your school reports will be presented, so it is important that this sheet is included with the returned materials. Since there is a limit of 20 letters for a school's name, it is possible that your school's name has been shortened. Call your District Test Coordinator if there are any problems with your School Identification Sheet.
- *Grade/Class Identification Sheets.* Provide one sheet for each group of students tested. There must be a separate *Grade/Class Identification Sheet* (Appendix E) for each class or group to be tested. If you need additional Grade/Class Identification Sheets, please call your District Test Coordinator. **Do not photocopy this sheet.** This sheet will determine how the class reports will be presented, so it is important that it is included with the returned materials.

- Districts that test both *ITBS* and *CogAT*: You will return both *ITBS* and *CogAT* test booklets under one grade/class identification sheet. **Please bubble in the letter "C" in box 5 (Form) of the ID sheet for this testing program.**

- Districts that test *CogAT* only: You will return *CogAT* test booklets under one grade/class identification sheet. **Please bubble in the number "6" in box 5 (Form) of the ID sheet for this testing program.**

Step 5. Check to ensure that each student to be tested has been identified on the Security Checklist. From the overage materials, provide enough blank (with no pre-identification information) booklets for all students who are new to the school and were not included on the packing list. See the following section on student identification information to find out how to complete the back of the blank test booklets.

Space has been added on the Security Checklist for schools to have daily check-in and check-out of the test materials. See the sample of the Security Checklist on page 3.

Step 6. Ensure that arrangements have been made for any student who requires accommodations to respond to the test. Make certain that large-print editions are available if needed.

Completing Student Identification Information

Pre-identified Barcode Test Booklets. The test booklets for the South Carolina Grade 2 Gifted and Talented Testing Program have a Pre-ID barcode label that contains the student's name, birth date, school, district, and the teacher's name and code. The information for all South Carolina students enrolled in grade 2 was collected by the state department from each district prior to test administration.

For the reporting of results for *CogAT*, it is critical that each student's birth date be accurate. The birth date is the only piece of data that can be corrected for students who have pre-identified information.

DO NOT use a Pre-ID test booklet for another student. If a student is new to the school, use a test booklet from your overage materials (with no pre-identification information). If you do not have extra test booklets, contact your District Test Coordinator.

Students New to the School. For students new to your school or for students who do not have Pre-ID test booklets, enter the following demographic information on the back page of both the *ITBS* and *CogAT* test booklets:

Field Name	Instructions for Completion
PROGRAM(S)	Leave blank. (This will be collected in the next state update by using Schools Administrative Student Information [SASI] software.)
TEACHER	Print the teacher name.
SCHOOL	Print the school name.
CITY (SYSTEM)	Print the district name.
STATE	Print South Carolina or SC.
GRADE	Fill in the number 2.
LAST NAME	Print the student's last name and darken the corresponding circles.
FIRST NAME	Print the student's first name and darken the corresponding circles.
DATE OF BIRTH	Fill in the student's birth date and darken the corresponding circles. Month and year are all that is required.
GENDER	Fill in the appropriate circle.
ETHNICITY	Fill in the appropriate circle. (Mark only one.)
RACE	Fill in the appropriate circles that apply. (Mark one or more that apply.)
PROGRAMS	Fill in the appropriate circles for Free and Reduced Lunch (F/RL), Special Education (SE), and English Language Learner (ELL).

Field Name	Instructions for Completion
SUNS ID	STUDENT IDENTIFICATION NUMBER	Enter the 10-digit student identification number assigned to each student when they enroll or transfer into a school. (This is also referred to as the SUNS State ID number.)
SASI ID	TEST ADMINISTRATOR USE ONLY SECTION (COLUMNS E–K):	Enter the 12-digit student identification (SASI State ID number) in columns E–K of the Test Administrator Use Only section.
PS Student Number	TEST ADMINISTRATOR USE ONLY SECTION (COLUMNS F–H):	Enter the 5-digit student identification (PS Student number) in columns F–H of the Test Administrator Use Only section.

Accounting for All Students

The state requires that all students have the chance to take the tests. As mentioned in Section 1, under Test Security, all students will be tracked. For students who do not take any part of both *ITBS* and *CogAT* (or in the case of districts taking only *CogAT*, students who did not take the entire *CogAT* battery), you will need to know which students were absent, excused, refused to take the test, or no longer in the school (moved). You will also need to know whether a student's test booklet was damaged and had to be replaced. Remember, all students who are absent during testing should be given every opportunity to make up any tests missed during the testing window.

Students who were absent, exempted, or refused to take the test will appear on reports, but students who are no longer enrolled in the school will not appear on reports.

Please remember, ALL Pre-ID test booklets must be scanned so that there is a record of all students. Therefore, all Pre-ID test booklets should be shipped back with the SCORABLE test materials. This includes all students who have a Column Z status code filled in.

Test Administration

To ensure that test results for the South Carolina Grade 2 Gifted and Talented Testing Program are valid, reliable, and equitable, the same test administration procedures must be used across the state. In order to provide uniform test administration, Test Administrators must carefully follow the instructions provided in the *ITBS* and *CogAT Directions for Administration* manuals.

Make-Up Tests

If any students are absent at the time of testing, **every effort should be made to give them the opportunity to take the tests.** If the school has not been able to schedule a time for the student to take any of the *ITBS* and *CogAT* tests, please indicate on the back page of the test booklet that the student was absent. (Under TEST ADMINISTRATOR USE ONLY column Z, fill in the circle with a 1 inside it.) If a student took some of the tests, do not count the student as absent or excused.

Damaged Test Booklets

It is also possible for a student's test booklet to be damaged and need to be replaced. It is acceptable to transfer student responses from the damaged test booklet to a new test booklet using the "OVERAGE"test booklets. Overage test booklets are not pre-identified. You will need to fill in the demographic information on the back page. Please enter the demographic information found on pages 25 and 26 of this manual. On the damaged test booklet, under **TEST ADMINISTRATOR USE ONLY** column Z, fill in the circle with the 4 inside it. This will identify the test booklet as "Book damaged/Replaced." **All pre-identified damaged student test booklets should be included with the SCORABLE MATERIALS shipment.**

Student Illness

If a child becomes ill during testing or displays other severe distress symptoms, the following guidelines should be implemented, as needed.

- The sick student should be excused from the testing room. The determination to remove a student depends on the severity and the timing of the sickness.
- If possible, send a monitor to accompany the child to the restroom, nurse's office, or other sick room.
- Students can take a break, supervised, until the sick child is situated and the student's desk and the classroom have been cleaned.

- The student's test booklet should be examined to determine whether or not it is damaged.
- If a student's test booklet was damaged due to illness, student responses can be transferred from the damaged test booklet to a new overage test booklet in a supervised, secure setting.
- Damaged test booklets due to illness must also be documented on the Security Checklist so that the test integrity is maintained at all times. School Test Coordinators should note that, if a test booklet is damaged due to a student's illness, the total count on the School Packing List will be less. District Test Coordinators should be made aware of any test material that is destroyed due to illness.
- Damaged test booklets must be destroyed or disposed of in a secure manner (e.g., shredding, burning).
- Do not return test booklets damaged due to illness to the contractor.

After Test Administration

Check Test Booklets after Testing

The best way to ensure accurate and timely reports is for the Classroom Test Administrator to carefully prepare the test booklets for scoring. Immediately after the testing session, the Classroom Test Administrator should collect the test materials from the students and check the physical condition of the materials, also checking for dark, clear marking. The test booklets should be checked for accurate student identification information, and inaccurate demographic information should be corrected.

Physical Condition

Some conditions may interfere with the electronic scoring process. Please check documents that are to be machine-scored for the following:

If you find any of the following:	Do this:
■ scratch paper ■ tape of any kind ■ Post-it™ Sticky Notes ■ staples ■ pins ■ paper clips	■ Remove them.
■ stray marks ■ light marks for answers	■ Erase any stray marks. ■ Darken response marks so that they fill the circles. Complete erasures where the student changed answers.

Failure to do any of the above may result in a delay in getting your test scores back from the vendor.

Check the student identification information on all test booklets. This information should already be present on the barcode or should have been filled in by hand. Review the birth date on the barcode or hand-entered data for accuracy, and check for legibility of any entries that have been made manually. All marks should be solid and dark.

To correct a student's birth date, first indicate that an "override" is being entered by filling circle number 1 under column C in the TEST ADMINISTRATOR USE ONLY box on the back page of the test booklet. Then complete the correct month and year in the **DATE OF BIRTH** box. This needs to be corrected on both the *ITBS* and *CogAT* test booklets. Appendices G and H provide examples of the back pages from the two test forms. Notice that they are both the same.

Students Who Were Absent, Were Excused, Refused, Moved, or Had a Damaged Book

For students who do not take all of the tests, you will need to indicate which students were absent, excused, refused to take the test, had damaged books, or are no longer in the school (moved). If a student took some of the tests, do not indicate that the student was absent or excused. If a student's test booklet is damaged and has to be replaced, also indicated that.

In the **TEST ADMINISTRATOR USE ONLY section**, use the following codes to indicate in COLUMN Z the status of students who did not take either or both of the tests. Fill in the circle in COLUMN Z as follows:

Z 1 = Absent (Student remains in the district and efforts were made to make up these tests.)

Z 2 = Moved (Any students who move before or during testing)

Z 3 = Excused (IEP or ELL proficiency prohibits participation.)

Z 4 = Book damaged/Replaced (See pages 27 and 28 for further information.)

Z 5 = Refused (Parental waiver or documented student refusal)

Students who are coded Z 1, Z 3, or Z 5 **will appear** on the List of Student Scores report but will not be included in total/composite scores.

Students who are coded Z 2 or Z 4 **will not appear** on any reports or be included in total/composite scores.

Remember: Even if a student has a Z code on his or her test booklet, it should still be returned with the SCORABLE MATERIALS.

What to do if a student moves during testing and some or all tests have been administered:

If a student moves to another school within the district, please code the student's original test booklet Z 2. Work with the new school to transcribe this student's answers into a new overage test booklet. The original school should include this booklet with the original class counts.

If a student moves to another district within the state, the original test booklet should be coded Z 2. The new school should make every effort to find out if this student has already taken some of the tests. If he or she has, work with the old school and district to transcribe this students answers into a new overage test booklet. The original school should include this booklet with the original class counts.

Large-Print Test Booklets

Each student who uses Large-Print test booklets for *ITBS* and *CogAT* should also have received Pre-ID, regular-print, 8-by-11-inch machine-scorable test booklets. It is not possible for scanners at the Riverside Scoring Service to read student responses in the large-print test booklets. **Therefore, school personnel must transfer the answers in the large-print test booklets to the student's Pre-ID machine-scorable booklets in a supervised, secure setting.** A No. 2 black pencil **must** be used to transfer answers to machine-scorable booklets. If a student is new to the school, use overage booklets (with no pre-identification label). Using a No. 2 black pencil, fill in the student's demographic information, including NAME, MONTH and YEAR OF BIRTH, GENDER, TEACHER, SCHOOL, CITY (SYSTEM), and GRADE on the back cover of the *ITBS* and *CogAT* machine-scorable booklets. Please also write the student's demographic information on the back cover of each large-print test booklet so that the Riverside Scoring Service can identify the answer document that corresponds to each large-print test booklet.

Note: Large-print test booklets should be packaged with non-scorable materials.

Coding Accommodations

Following the administration of the test, please enter the code for any accommodation(s) used on the answer document in column A under the TEST ADMINISTRATION USE ONLY section. Use the following definitions for each circle to code the use of accommodations:

0 = Tested individually or in small groups
1 = Used large-print edition
2 = Given communication assistance
3 = Had directions repeated
4 = Had answers recorded by an assistant
5 = Used a word-to-word dictionary for translation
6 = Had the test administered by an English as a Second Language (ESL) teacher

This information will be contained in the student data file returned to the district and school but will not appear on any of the reports.

Packing Materials for Return

At the conclusion of the test administration period, the School Test Coordinators will prepare the *ITBS* and *CogAT* student test booklets for shipment to the district office. School Test Coordinators are responsible for ensuring that all *ITBS* and *CogAT* scorable and non-scorable test materials have been collected from each Test Administrator and returned to the District Test Coordinator. If your district administered both the *ITBS* and *CogAT*, follow the stacking instructions for match/merge for combined reporting. If only *CogAT* was administered, ignore the reference to *ITBS*.

A scorable material is defined as:
- A School Identification Sheet
- A Grade/Class Identification Sheet
- All Pre-ID barcoded Student Test Booklets

A non-scorable material is defined as:
- All *Directions for Administration* (*CogAT* and *ITBS*)
- All unused Overage Test Booklets
- All Large-Print Test Booklets
- Security Checklists/Return Envelope

School Identification Sheet (Purple) for Grade 2 Documents

Each school receives two School Identification Sheets (Appendix D) with the testing materials—one pre-identified sheet to be returned with the materials to be scored and one extra, in case it is needed. Because the School Identification Sheet has been pre-identified, there should be nothing for you to complete. If the pre-identified sheet is damaged, on the blank sheet please: (1) complete the INFORMATION BOX (testing date, district, city, and state), (2) write in the School NAME and fill in the corresponding circles, (3) write in the School CODE and fill in the corresponding circles, and (4) stack the document on the top of the scorable materials in the first box of your school **scorable materials.**

Grade/Class Identification Sheets (Blue)

The purpose of the Grade/Class Identification Sheet (Appendix E) is to identify for the Riverside Scoring Service the way in which the accompanying student test booklets should be organized for reporting purposes. **The School Test Coordinator should verify that the teachers correctly completed one Grade/Class Identification Sheet for each class in the school.**

School Packing Lists

The purpose of the School Packing Lists is to verify that all secure test materials are received and returned to Riverside for scoring. Materials that are to be returned to Riverside for scoring include all *ITBS* and *CogAT* test booklets and all *ITBS* and *CogAT Directions for Administration*. All School Test Coordinators should retain the School Packing List upon receipt of materials. This list should be used as a reference when returning the test materials to the District Test Coordinator for scoring and reporting.

Summary of Test Materials Returned

Fill out the Summary of Test Materials Returned Fall 2010 (Appendix L) with the number of student test booklets that are being sent back. Indicate the total number of *ITBS* booklets (completed, absent, excused, refused, damaged, or moved) and the total number of *CogAT* booklets (completed, absent, excused, damaged, or moved). Fax this form to your District Test Coordinator. If any test materials are missing, **please make every effort to recover them prior to sending the materials back to the District Test Coordinator.**

Packing Materials for Return to the District Test Coordinator

After the School Test Coordinator has received **all the testing materials** (including *Directions for Administration)* from the Test Administrators, follow the step-by-step procedures below to prepare materials for shipment to your District Test Coordinator.

Step 1

Separate scorable and non-scorable materials into two separate stacks.

Stack A (Scorable Materials)

- School Identification Sheet
- Grade/Class Identification Sheet
- **ALL** Pre-ID barcoded *ITBS* and *CogAT* test booklets **(This includes ALL students who have a Z code status.)**

Stack B (Non-Scorable Materials)

- All unused Overage Test Booklets
- All *Directions for Administration* (*CogAT* and *ITBS*)
- All Large-Print Test Booklets
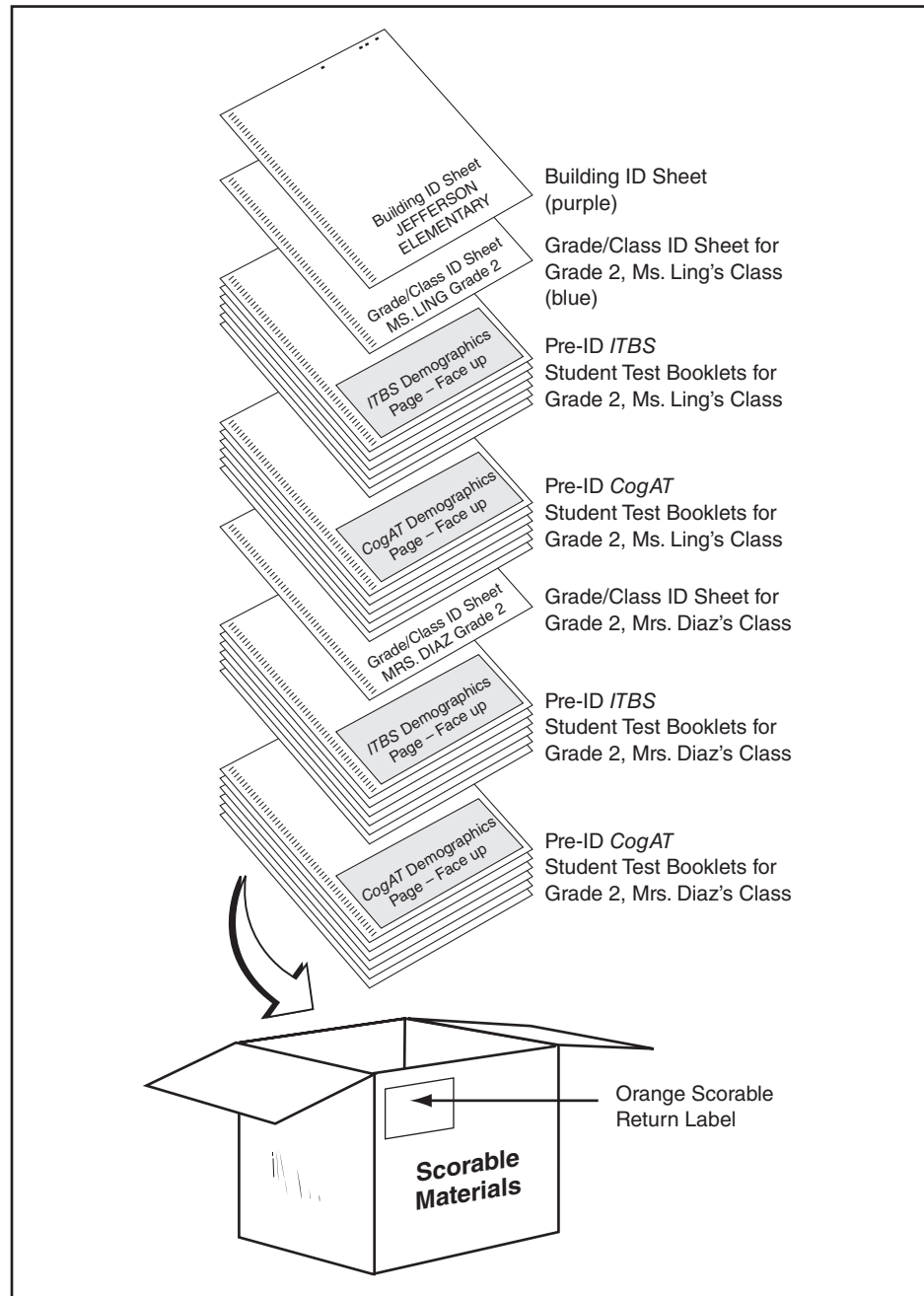- Security Checklists/Return Envelope

Step 2

Scorable Materials

- Flip through the stack of student test booklets and verify that:
    - Test booklets were completed with No. 2 soft pencils.
    - Gridding of all student information is complete and correct.
    - All miscellaneous materials are removed.
    - All stray marks have been erased.

- Check that all test booklets are assembled with the demographic page facing up.
- Check that the Grade/Class Identification Sheets have been correctly filled in for each class. The total number of completed test booklets must equal the number gridded on the Grade/Class Identification Sheets. Place all of the test booklets (*ITBS* and *CogAT*) for one class under the corresponding Grade/Class Identification Sheet. **Please make sure to include Z coded students in your totals.**
- **Complete the Summary of Test Materials FAX ME form and send to the District Test Coordinator.**
- In order to prevent the spines of the test booklets from curling, please stack the booklets in groups of five. Each group of five booklets should be turned opposite from the previous five booklets. **Please put the *ITBS* booklets on top of the *CogAT* booklets.**
- Put all of the test booklets from one class in the box. (Use a rigid, sturdy carton from the original shipment.)
- Place the completed Grade/Class Identification Sheet on top of the first class of test booklets. First, stack all of the *CogAT* booklets for the class. Then, on top of those, stack all of the *ITBS* booklets for the same class. Place one Grade/Class Identification Sheet on top of the stack of both the *CogAT* and *ITBS* booklets.
- Put the second class of test booklets in the box on top of the Grade/Class Identification Sheet for the first class. Repeat the above process for the second class. **An entire class should be in the same box; do not split a class between two boxes.**
- When the box is nearly full, start another box.
- Pack the remaining classes in the box(es). Continue to fill your box(es) by placing a Grade/Class Identification Sheet on top of each class.
- Place crumpled paper in the boxes to prevent the test booklets from shifting during transit. Since most districts will be able to reuse the boxes that the materials arrived in, it is especially important to retape boxes securely with heavy-duty tape. Masking tape and cellophane are not strong enough and are not recommended.

- Affix an ORANGE Scorable Return Label on the side of the box. **Do NOT fill in the Box ___ of ___ information.** This will be completed by your District Test Coordinator when all schools' test materials are ready to ship to Riverside for scoring.
- When shipping the materials back to Riverside Publishing, be certain to cover the original shipping labels with black marker or paper.
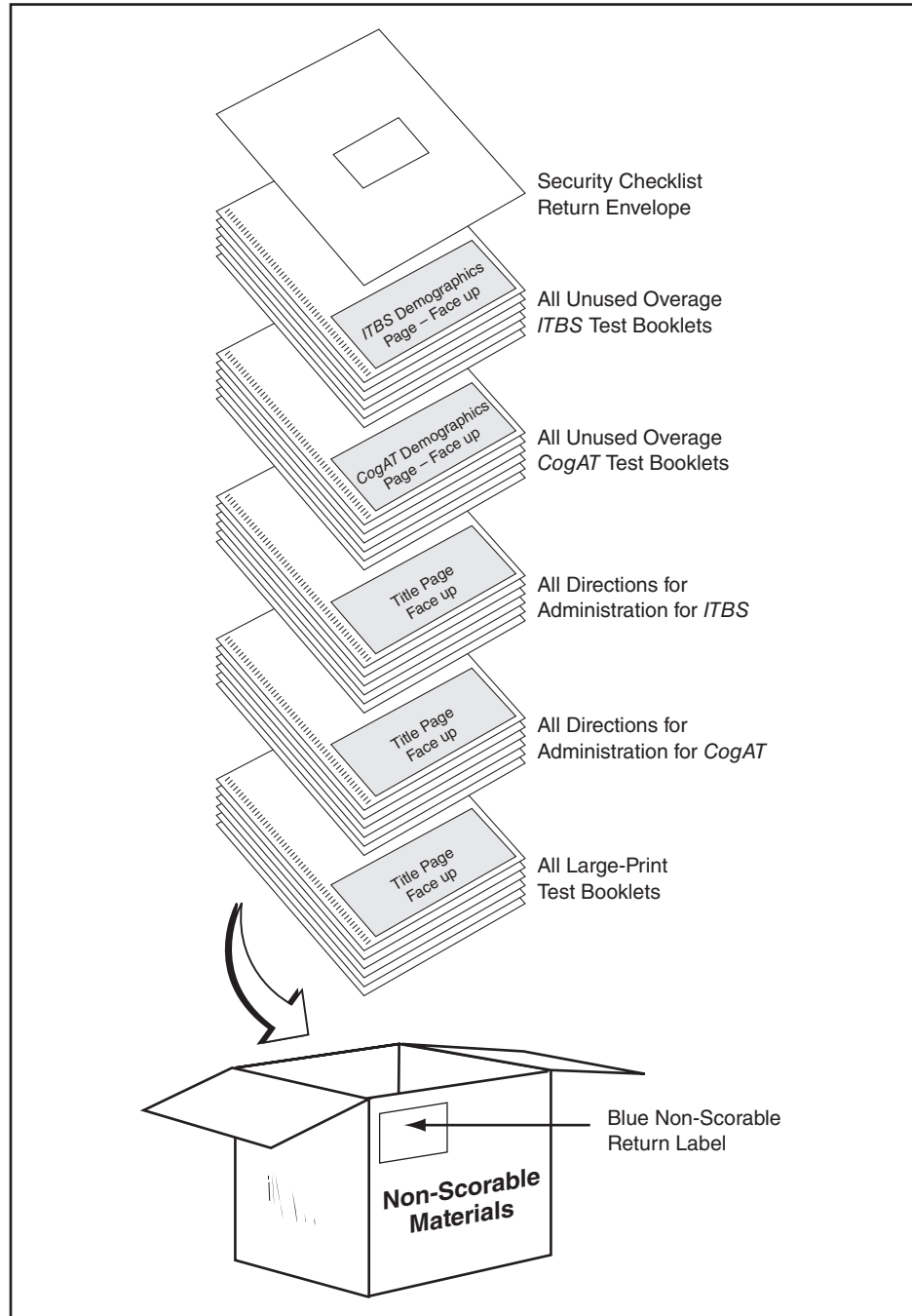
Scorable Materials Packing Diagram

Building ID Sheet (purple)

Grade/Class ID Sheet for Grade 2, Ms. Ling's Class (blue)

Pre-ID *ITBS* Student Test Booklets for Grade 2, Ms. Ling's Class

Pre-ID *CogAT* Student Test Booklets for Grade 2, Ms. Ling's Class

Grade/Class ID Sheet for Grade 2, Mrs. Diaz's Class

Pre-ID *ITBS* Student Test Booklets for Grade 2, Mrs. Diaz's Class

Pre-ID *CogAT* Student Test Booklets for Grade 2, Mrs. Diaz's Class

Orange Scorable Return Label

Scorable Materials

Note: All Scorable Materials should be sorted by Class, using the corresponding Grade/Class Identification Sheet to separate each class.

Step 3

Non-Scorable Materials

- Place all non-scorable materials (Stack B) into boxes separate from the scorable materials. Make sure to separate the *Directions for Administration*, unused overage test booklets, Large-Print test booklets, and Security Checklists. Multiple materials can be placed in a single box.

- **Ensure that NO pre-identified barcode student test booklets are mixed with the non-scorable (unused overage) test booklets.**

- Ensure that all large-print test booklets have been transferred into overage test booklets and that the student demographic information has been completed.

- Complete all information on the Security Checklist, found in each packet of test material shipped. This checklist contains a list of the security numbers printed on the test materials. To help monitor the return of these materials, the SCDE has asked for School Test Coordinators to document the following: (1) Test Administrator name; (2) date materials are returned to the District Test Coordinator; (3) reason item is not returned, if any.

- Place all Security Checklists in the envelope labeled "Security Checklist Return Envelope."

- Affix a BLUE Non-Scorable Return Label on the side of the box. **Do NOT fill in the Box ___ of ___ information.** This will be completed by your District Test Coordinator when all schools' test materials are ready to ship to Riverside for scoring.

- Tape all boxes securely, including sides and bottoms of boxes.

- Return the Summary of Test Materials Returned Fall 2010 (Appendix L) to your District Test Coordinator.

- **NOTE: It is recommended that you make a scanned copy of the Security Checklist for your records.**

Non-Scorable Materials Packing Diagram

Security Checklist
Return Envelope

ITBS Demographics
Page – Face up

All Unused Overage
ITBS Test Booklets

CogAT Demographics
Page – Face up

All Unused Overage
CogAT Test Booklets

Title Page
Face up

All Directions for
Administration for *ITBS*

Title Page
Face up

All Directions for
Administration for *CogAT*

Title Page
Face up

All Large-Print
Test Booklets

Blue Non-Scorable
Return Label

**Non-Scorable
Materials**

Step 4

Verify secure test materials are accounted for by using the School Packing List (see page 39) which was included in box 1 of the material shipment.

- The *Returned Materials Total* in the far right column should be used to tally the secure test materials count at the end of testing. (Verification of this count should match the *Quantity Received Total* found on the packing list.)

Once all materials counts have been verified, School Test Coordinators should:

- Complete all information on the Security Checklist including: (1) Test Administrator Name; (2) date materials were returned to the School Test Coordinator; (3) reason item is not being returned, if any.
- Place all Security Checklists in the envelopes labeled "Security Checklist Return Envelope" and place the envelopes in the non-scorable boxes.

Step 5

Fax the Summary of Materials Returned FAX ME Form and return all boxes of scorable and non-scorable grade 2 materials to your District Test Coordinator.

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Building Packing List

Cherokee Trail Elem 018

Abbeville 60 0160

Enrollment: **49**

RPC Initials	Item	Quantity Received Total	Returned Materials Total
	1. **Building Packing List**	1	
	2. **Summary of Test Materials Returned**	1	
	3. **Security Checklist Return Envelope**	1	
	4. **Grade / Class Headers**	5	
	5. **Building Headers** (1 pre slugged and 1 blank)	2	
	6. *Directions for Administration – ITBS*	3	
	7. *Directions for Administration – CogAT*	3	
	8. **ITBS Total Test Booklets**	52	
	8a. **ITBS Assigned Student Test Booklets**	49	
	8b. **ITBS Unassigned Overage Test Booklets**	3	
	9. **CogAT Total Test Books**	52	
	9a. **CogAT Assigned Student Test Booklets**	49	
	9b. **CogAT Unassigned Overage Test Booklets**	3	
	10. **Teacher Reference Guide**	3	

STC Checklist of Major Activities

Before Testing	After Testing
■ Receive shipment of test materials from the District Test Coordinator.	■ Receive materials from Test Administrators. Check test booklets for correct bubbling and order of assembly.
■ Immediately upon receipt, inventory quantities in the shipment. If additional quantities are needed, contact the District Test Coordinator.	■ Check to make certain that answers from the large-print editions of the test have been transferred to the students' standardized test booklets and that accommodations used have been coded on the back pages of the students' Pre-ID test booklets.
■ Let your District Test Coordinator know if you have students who require Large-Print Test Booklets.	■ Check identification sheets for placement and completeness.
■ Read and review the *Test Coordinator Manual* and the *Directions for Administration* (*ITBS* and *CogAT*).	■ Count and verify the number of test materials received on the School Packing List matches the number of test materials being shipped back to Riverside. Make sure Security Checklists are completed and placed in Security Checklist Return Envelopes. (It is recommended that you scan the Security Checklists for your records.) Complete the Summary of Materials Returned FAX ME form and send to the District Test Coordinator.
■ Count the materials for each class.	■ Check to make sure you have removed all miscellaneous materials that do not belong in the boxes. See chart on page 29 for details.
■ Distribute testing materials to each class. **Please note that the revised Security Checklist has a sign in/out log to assist with test security.**	■ Place test booklets into **sturdy** boxes. Use boxes that materials came in. Make sure that test booklets are stacked in groups of five to prevent curling.
	■ Add filler to boxes that are not completely filled.
	■ Place an orange scorable or blue non-scorable shipping label on each box.
	■ Send materials to the District Test Coordinator.

6 Reporting

The following is a list of reports each **district** will receive:

1. PDF files on CD-ROM include:
    - Profile Narrative
    - List Report of Student Scores
    - Classroom Summaries
    - School Summaries
    - District Summary

2. Student Data File on CD-ROM **(Each district will receive two copies of the student data file. One copy is for the DTC, and the other copy should be given immediately to the GTC to be imported into the GIFT program.)**

The following is a list of reports each **school** will receive:

1. PDF files include:
    - Profile Narrative
    - List Report of Student Scores
    - Classroom Summaries
    - School Summaries

2. Student Data File on CD-ROM
3. Student Score Labels (1 for *ITBS*, 1 for *CogAT*)

A "first in/first out" reporting approach will be used when shipping the results back to districts. This means that those districts whose materials reach Riverside first in processable condition will be scanned, scored, and reported first. Districts returning any test materials after November 20 or with open issues will receive their reports fifteen business days after they are ready to be processed.

> Please respond promptly to Riverside to resolve all open alerts for scoring and reporting. Failure to respond can cause a delay in shipping reports.

Appendix A: State Regulations Regarding Security of Tests

43–100. Test Securities

Synopsis:

Assessment Programs, 24 S.C. Code Ann. Regs 43–262 (to be codified at Supp. 2002) became effective on May 24, 2002. The promulgation of amendments to R 43–100, Test Security, reflects the assessment programs in R 43–262. In addition, the amendments revise security procedures to address current assessment practices.

Instructions:

Amend and replace text in its entirety Regulation 43–100, Test Security, in Chapter 43 regulations.

Text:

43–100. Test Securities.

I. Tests administered by or through the State Board of Education shall include but are not limited to:
   A. The statewide tests;as defined in the State Board of Education Regulation 43–262 including field tests and pilot tests;
   B. Tests for admission to teacher education program and teacher certification tests;
   C. Tests for admission to programs such as the gifted and talented program; The High School Equivalency Program test (GED).

II. As used in this regulation, "local school board" means the governing board of a public school district as well as those of special school districts, special schools, and institutions that utilize tests administered by or through the State Board of Education.

III. Each local school board must develop and adopt a district test security policy. The policy must provide for the security of the materials during testing and the storage of all secure tests and test materials, before, during, and after testing. Before and after testing all materials must be stored at a location(s) in the district under lock and key. This also applies to district owned materials

that are the same as those used in any State operated testing or assessment program. Throughout the time testing materials are under the control of the school district, tests must be secured under lock and key when not in use for approved test administration activities.

IV. Each District Superintendent must designate annually one individual in each district for each mandated assessment who will be the sole individual in the district authorized to procure test instruments that are utilized in testing programs administered by or through the State Board of Education. The name of the designated individual must be provided to the South Carolina Department of Education (SCDE) in writing. When the testing program involves procurement of materials available commercially, the designated individual must be the sole individual in the district authorized to procure commercial test instruments, which are utilized in testing programs administered by or through the State Board of Education.

V. State owned test materials and district owned materials that are the same as those utilized in any State mandated testing program must not be used for census testing in the grades included in the State mandated program(s) except on testing dates specified by the State Department of Education.

VI. Individuals must adhere to all procedures specified in all operating manuals governing the mandated testing programs. Manuals are provided by or through the SCDE.

VII.
   A. The State Board of Education may invalidate test scores that reflect improbable gains and that cannot be satisfactorily explained through changes in student populations or instruction.
   B. In cases where test results are invalidated because of a breach of security or action of the State Board of Education, any programmatic, evaluative, or certification criteria dependent upon the data will be deemed to not have been met.

VIII. Any individual(s) who knowingly engage(s) in any activity that results in the invalidation of scores derived from teacher certification tests, the tests for admission to teacher education programs, and/or the High School Equivalency Program test (GED) forfeits all opportunities to retake the test(s).

IX. Any knowing involvement in the presentation of forged, counterfeit, or altered identification for the purpose of obtaining admission to a test administration site for any of the tests administered by or through the State Board of Education will be considered a breach of test security within the meaning of S.C. Code Ann. Section 59–1–445 (1990). Any individual(s) who knowingly cause(s) or allow(s) the presentation of forged, counterfeit, or altered identification for the purpose of obtaining admission to any test administration site specified in this paragraph forfeits all opportunities to retake the test(s).

X. Each of the following is considered a breach of professional ethics which may jeopardize the validity of the inferences made on the basis of test data, and as such are viewed as security violations which could result in criminal prosecution and/or disciplinary action to an educator's professional certificate.

    A. Failing to administer tests on the test dates specified by the SCDE.

    B. Failing to maintain an appropriate testing environment, free from undue distractions.

    C. Failing to proctor the test to ensure that examinees are engaged in appropriate test taking activities.

    D. Providing examinees with access to test questions or specific test content prior to testing.

    E. Providing examinees with access to answer keys prior to or during testing.

    F. Keeping, copying, reproducing, or using in any manner inconsistent with the instructions provided by or through the State Department of Education any test, test question or specific test content.

    G. Keeping, copying, or reproducing in any manner inconsistent with the instructions provided by or through the State Department of Education any portion of examinee responses to any item or any section of a secured test.

    H. Coaching examinees, altering examinee responses, or interfering with examinee responses in any way prior to, during, or after testing. This includes hinting to examinees about the correctness of their responses.

    I. Failing to follow instructions specified in the test manuals for the distribution, storage, or return of test materials or failing to account for test materials before, during or after testing.

    J. Failing to follow all directions pertaining to the administration of a test as specified in the test manuals for that test. This section includes failure to clear the memory of calculators used on a test as directed in the test manual.

    K. Allowing, participating in, assisting in, or encouraging any unauthorized access to test materials prior to, during, or after testing.

    L. Disclosing the contents of any portion of secure materials or discussing the contents of secure tests with examinees, teachers, or other educators before, during, or after testing.

    M. Leaving in view of examinees during test administration materials that are content or conceptually related to the subject areas being assessed.

    N. Providing references or tools other than those specifically allowed in test manuals. Providing references or tools during test administration at times other than those specifically allowed in test manuals.

O. Not providing accommodations (to include customized test forms and modifications) as appropriate for students with Individual Education Programs or 504 plans. This includes providing more accommodations (customization, modifications) than appropriate.

P. Excluding examinees or exempting from assessment students who should be assessed.

Q. Failing to return test materials for all examinees.

R. Engaging in inappropriate test preparation practices that invalidate the test scores. These practices include activities that result in an increase in test scores without a simultaneous increase in the examinee's real achievement or performance in the content area.

S. Revealing test scores or test performance to anyone not involved in the education of the examinee.

T. Altering test scores in electronic records or files.

U. Failing to report a security breach.

XI. The South Carolina Department of Education has the right and responsibility to observe test administration activities without prior notice in order to monitor adherence to test security. Examinees should be made aware that monitoring might occur.

XII. Any suspected violation of security must be reported to the South Carolina Law Enforcement Division.

XIII. If a security breach occurs in a district rendering test forms or test items unusable, funds equivalent to replacement costs may be withheld from the district by the State Department of Education at the discretion of the State Board of Education.

XIV. At the discretion of the State Board of Education, an educator may receive a public or private reprimand or the credential of an educator may be suspended or revoked based on evidence of violation of test security provisions.

Fiscal Impact Statement:

There will be no increased costs to the State or its political subdivision.

59–1–445. Violations of mandatory test security; penalties; investigations.

1. It is unlawful for anyone knowingly and wilfully to violate security procedures regulations promulgated by the State Board of Education for mandatory tests administered by or through the State Board of Education to students or educators, or knowingly and wilfully to:
   - **A.** Give examinees access to test questions prior to testing;
   - **B.** Copy, reproduce, or use in any manner inconsistent with test security regulations all or any portion of any secure test booklet;
   - **C.** Coach examinees during testing or alter or interfere with examinees' responses in any way;
   - **D.** Make answer keys available to examinees;
   - **E.** Fail to follow security regulations for distribution and return of secure test as directed, or fail to account for all secure test materials before, during, and after testing;
   - **F.** Participate in, direct, aid, counsel, assist in, encourage, or fail to report any of the acts prohibited in this section.

   Any person violating the provisions of this section or regulations issued hereunder is guilty of a misdemeanor and upon conviction must be fined not more than one thousand dollars or be imprisoned for not more than ninety days, or both. Upon conviction, the State Board of Education may suspend or revoke the administrative or teaching credentials, or both, of the person convicted.

2. The South Carolina Law Enforcement Division shall investigate allegations of violations of mandatory test security, either on its own initiative following receipt of allegations, or at the request of a school district or the State Department of Education.

   The South Carolina Law Enforcement Division shall furnish to the State Superintendent of Education a report of the findings of any investigation conducted pursuant to this section.

3. Nothing in this section may be construed to prohibit or interfere with the responsibilities of the State Board of Education or the State Department of Education in test development or selection, test-form construction, standard setting, test scoring, and reporting, or any other related activities which in the judgment of the State Superintendent of Education are necessary and appropriate.

Appendix B: Frequently Asked Questions

1. *Is there a test schedule that I should follow?*

   Both *ITBS* and *CogAT* were standardized under a variety of test administration schedules. This gives local districts the flexibility to create a test schedule that best matches their local needs and calendar. However, testing periods should be distributed over several days. The *Test Coordinator Manual* (page 13), the *Directions for Administration* for *ITBS* (page 10), and the *Directions for Administration* for *CogAT* (page 11) have suggested testing schedules.

2. *Is the student penalized for "guessing"?*

   Page 14 of the *Directions for Administration* states: "Students should be told in advance that they are not expected to know the answers to all the questions and that it is acceptable to make no mark for a question." Although random marking of answers should not be allowed, students should be encouraged to make "thoughtful guesses" to individual questions.

3. *Do you have practice materials?*

   Separate practice tests are available for *ITBS* and *CogAT*. They are sold in packages of 25 with one *Directions for Administration* per grade level. Please note that the actual tests also include practice items to help students understand the format of the tests. Riverside recommends that districts request a free sample of any practice materials for review before ordering.

4. *What is a PDF file?*

   A Portable Document Format (PDF) file is an electronic version of a score report. The report can be viewed/printed with Adobe® Acrobat® Reader and gives users the ability to print reports on demand without storing a large stack of paper throughout the school year. Riverside will send PDF files to your district on CD-ROM. Acrobat Reader software can be downloaded free of charge at http://www.adobe.com/products/reader.

5. *The grade 2 test booklet is barcoded with student information, but the student is a third grader. SASI information was incorrect. How should the administrator code the grade 2 answer sheet: Absent, Moved, Excused, Damaged, or Refused?*

   Moved. Return this test booklet in the same class test booklet stack. This score will not be part of any class totals.

6. *What does the quantitative part of CogAT measure?*

    The two quantitative subtests of *CogAT* appraise general abstract reasoning skills, particularly inductive reasoning and specific mathematical reasoning skills. The construction of both subtests is based on research on the development of quantitative reasoning in children.

    For students in the primary grades, performance on this battery has high positive correlations with both reading and mathematical achievement. The Relational Concepts test appraises both the understanding of relational concepts and the ability to discover relationships and to infer a rule or principle that explains the relationship. The Quantitative Concepts test requires students to solve simple story problems and to complete mathematical series problems. All of the story problems can be solved using counting strategies that the majority of children have developed by the time they enter kindergarten.

7. *I need more shipping labels. Where do I request more labels?*

    Contact the Riverside Project Manager at 800.323.9540 ext. 6704 for any additional materials that you may need.

Appendix C: Definition of *CogAT*

What Is *CogAT*?

The *Cognitive Abilities Test* (*CogAT*) assesses *learned reasoning abilities* of students from kindergarten through grade 12. *CogAT* focuses on three areas of reasoning that research shows are closely related to success in school: (1) The Verbal Battery measures students' ability to reason with words and solve verbal problems. (2) The Quantitative Battery assesses their ability to organize and reason with quantitative concepts. (3) The Nonverbal Battery tests students' ability to reason with figural drawings and invent strategies to solve novel problems. Since cognitive growth is a developmental process, performance on *CogAT* can be given meaning by comparing an individual's scores to those of a representative sample of peers who are the same age or who are in the same grade in school. This type of normative comparison is used to interpret scores on *CogAT*.

Is *CogAT* an IQ Test?

Even though it measures reasoning abilities that are a critical component of all definitions of intelligence, *CogAT* is not an intelligence test. Good intelligence tests measure *a broader range of thinking, memory, and learning abilities* than *CogAT*. Furthermore, the Standard Age Scores (SAS) reported on *CogAT* should not be confused with IQ scores. IQ tests are standardized on representative samples of the entire population. In contrast, *CogAT* is standardized on those children who attend school and can take the test. If *CogAT* were an intelligence test, it would measure a broader array of cognitive abilities and be normed using a sample that represents the entire population. Although *CogAT* is not an intelligence test, it has high correlations with the total scores on such tests. This means that students who obtain high scores on *CogAT* will generally obtain high overall scores on individually administered intelligence tests.

How Does Aptitude Differ from Abilities?

Old ideas of innate aptitude have long been discarded. Current theories define aptitude as *readiness to learn and perform well in a particular situation.* Aptitudes are those characteristics that people bring to situations that help them succeed in those situations—a much broader concept than abilities. Abilities are an important class of aptitudes. For example, reasoning abilities are particularly helpful aptitudes when students must understand new relationships, when their existing knowledge is limited, or when they must go beyond the information given. Aptitudes for success in school also include existing knowledge and skill (i.e., achievement to date), motivation (especially persistence), interest, etc. Ability test scores function as measures of aptitude if the scores are used to make inferences about a person's potential for future achievement in a particular environment.

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BUILDING IDENTIFICATION SHEET

9-68190

The purpose of this sheet is to identify the building in which the accompanying answer documents were used. One **BUILDING IDENTIFICATION SHEET,** properly filled in, **must** accompany the answer documents for each building in the system.

Use a #2 pencil to mark this sheet.

1. INFORMATION BOX
Print all of the information requested.

2. BUILDING NAME
In the row of boxes at the bottom of the grid, **print the building name as it must appear on all reports**. Abbreviate if necessary. Put only one letter or number in each of the 20 boxes.

Next, blacken the corresponding letter or number circle above each box. Blacken the blank circle at the top of the column for any boxes that are blank.

3. BUILDING CODE
This section is optional. If building codes are to print on the reports, enter the building code in the boxes at the bottom of the grid and then blacken the corresponding letter or number circle above each box.

4. SCORING SERVICE ONLY
This is for Scoring Service use only. Do not mark in this screened section.

Place this sheet on top of all the answer documents for this building.

1. INFORMATION BOX

Testing Date ___ MONTH ___ DAY ___ YEAR ___

System Name ___ Abbeville Cnty Schls ___

City ___ State ___

2. BUILDING NAME

Building name: W E S T W O O D _ E L E M

3. BUILDING CODE

Building code: 0 1 7

4. SCORING SERVICE ONLY

50

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GRADE/CLASS IDENTIFICATION SHEET

9-68191

The purpose of this sheet is to identify the names of grades and classes in which the accompanying answer documents were used. If class reports ARE to be identified, please complete one of these sheets for each class in each grade, making sure that the CLASS NAME and GRADE are entered. If class reports ARE NOT required, you must complete these sheets for each grade in a building, leaving the CLASS NAME section blank, but entering the GRADE.

Use a #2 pencil to mark this sheet.

1. INFORMATION BOX
Print all of the information requested.

2. CLASS NAME
If a class is to be identified, print the class name in the row of boxes below **as it must appear on all reports**. Abbreviate if necessary.

Next, blacken the corresponding letter or number circle above each box. Blacken the blank circle at the top of the column for any boxes that are blank.

3. CLASS CODE
This optional grid is for customer use.

4. GRADE
At the bottom of this grid, enter the grade and then blacken the corresponding circle above it.

5. FORM
At the bottom of this grid, enter the test form and then blacken the corresponding circle above it.

6. ANSWER DOCUMENT COUNT
At the bottom of this grid, enter the count of answer documents in this grade/class, using all four boxes. For example, if there are 28 answer documents, enter "0028." Then blacken the corresponding number circle in the column above each of the four boxes.

7. SCORING SERVICE ONLY
This is for Scoring Service use only. Do not mark in this screened section.

Place this completed Grade/Class Identification Sheet on top of the answer documents for this class. If class reports ARE NOT required, place this completed Grade/Class Identification Sheet on top of the answer documents for this grade.

1. INFORMATION BOX

Testing Date: 11 (MONTH) / 1 (DAY) / 2009 (YEAR)

Building Name: Westwood Elem

System Name: Abbeville City

City: Abbeville   State: SC

2. CLASS NAME

SMITH

3. CLASS CODE

4. GRADE

Enter one grade.

PRE K, K, 1, **2**, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16

5. FORM

ITBS and CogAT districts

OR

CogAT only districts

6. ANSWER DOCUMENT COUNT

0 0 1 5

7. SCORING SERVICE ONLY

This page intentionally left blank.

Appendix F: Definition of Race and Ethnicity Categories

Ethnicity

Hispanic/Latino   A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race.

Race Categories

American Indian or Alaska Native   A person having origins in any of the original peoples of North and South America (including Central America), and who maintains tribal affiliation or community attachment.

Asian   A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.

Black or African American   A person having origins in any of the black racial groups of Africa.

Native Hawaiian or Other Pacific Islander   A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.

White   A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.

NOTE: The above list has been updated this year to reflect the federally mandated changes for ethnicity and race categories.

1445991

CogAT® Form 6
Level 2

Accommodations (A)
Override for Birth Date (C)
Student SASI ID (E–K)
PS Student Number (F–H)
Student Status Codes (Z)

Place bar-code label in the space above.

TEST ADMINISTRATOR USE ONLY

Code	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Z	PROGRAM(S)

(Mark all that apply)

- ○ SE   ○ MG
- ○ 504 ○ TI L
- ○ F/RL ○ TI M
- ○ GT   ○ Other 1
- ○ ELL ○ Other 2

Teacher: _____
School: _____
City (System): _____
State: _____ Grade: _____

LAST NAME	FIRST NAME	DATE OF BIRTH	GENDER	ETHNICITY/RACE	OFFICE USE

DATE OF BIRTH
- ○ JAN   Year
- ○ FEB   ⓪ ⓪
- ○ MAR   ① ①
- ○ APR   ② ②
- ○ MAY   ③ ③
- ○ JUN   ④ ④
- ○ JUL   ⑤ ⑤
- ○ AUG   ⑥ ⑥
- ○ SEP   ⑦ ⑦
- ○ OCT   ⑧ ⑧
- ○ NOV   ⑨ ⑨
- ○ DEC

GENDER
- ○ FEMALE
- ○ MALE

ETHNICITY/RACE

ETHNICITY *(Mark only one)*
- ○ Hispanic or Latino
- ○ Not Hispanic or Latino

RACE *(Mark one or more)*
- ○ American Indian or Alaska Native
- ○ Asian
- ○ Black or African American
- ○ Native Hawaiian or Other Pacific Islander
- ○ White

OFFICE USE
- Ⓨ Ⓝ 1
- Ⓨ Ⓝ 2
- Ⓨ Ⓝ 3

Student SUNS ID

STUDENT I.D. NUMBER

1	2	3	4	5	6	7	8	9	10

OTHER INFORMATION
Field 1   Field 2   Field 3

No ○   No ○   No ○

1447891

ITBS®
FORM C

LEVEL 7

COMPLETE BATTERY

Place bar-code label in the space above.

Accommodations (A)

Override for Birth Date (C)

Student SASI ID (E–K)
PS Student Number (F–H)

Student Status Codes (Z)

TEST ADMINISTRATOR USE ONLY

Code	A K	B L	C M	D N	E O	F P	G Q	H R	I S	J T	P	Z	Field 2	Field 3	PROGRAM(S)

(Mark all that apply)

- ○ SE   ○ MG
- ○ 504   ○ TI L
- ○ F/RL ○ TI M
- ○ GT   ○ Other 1
- ○ ELL   ○ Other 2

Teacher: _____

School: _____

City (System): _____

State: _____ Grade: _____

LAST NAME	FIRST NAME

DATE OF BIRTH		GENDER	ETHNICITY/RACE	CogAT SAS Score	OFFICE USE
○ JAN	Year	○ FEMALE	**ETHNICITY** *(Mark only one)*		Y N 1
○ FEB		○ MALE	○ Hispanic or Latino		Y N 2
○ MAR					Y N 3
○ APR			○ Not Hispanic or Latino		Y N 4
○ MAY					Y N 5
○ JUN			**RACE** *(Mark one or more)*		Y N 6
○ JUL			○ American Indian or Alaska Native		Y N 7
○ AUG					Y N 8
○ SEP			○ Asian		Y N 9
○ OCT			○ Black or African American		Y N 10
○ NOV					Y N 11
○ DEC			○ Native Hawaiian or Other Pacific Islander	No ○	
			○ White		

Student SUNS ID

STUDENT I.D. NUMBER	ADDITIONAL I.D. NUMBER
1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10

EM-285403-1:654321

Appendix I: Program Definitions

PROGRAM(S)	
(Mark all that apply)	
◯ SE	◯ MG
◯ 504	◯ T1L
◯ F/RL	◯ T1M
◯ GT	◯ Other 1
◯ ELL	◯ Other 2

SE	**Special Education**
504	**Section 504**
F/RL	**Free and Reduced Lunch**
GT	**Gifted and Talented**
ELL	**English Language Learner**
MG	**Migrant**
T1L	**Title One Language**
T1M	**Title One Math**

Appendix J: Additional Test Materials Request Form

South Carolina Grade 2 Gifted and Talented Testing

> ### Request for Additional Testing Materials Fall 2010

District Test Coordinator:

If you need additional test materials, please write in the number needed below and fax this form to Riverside Project Manager, Lisa Huston.

ITBS Level 7	*CogAT* Level 2
_____ Test Booklets	_____ Test Booklets
_____ *Directions for Administration*	_____ *Directions for Administration*

Send the test materials to the following (please print):

_____

District

_____

District Test Coordinator

_____

Phone Number

_____

Signature

_____

Date

Please fax to Riverside Project Manager:
630.467.7150

For Riverside Use Only

Materials Shipped Date: _____   Tracking Number: _____

Appendix K: Acknowledgment of Receipt of Test Materials Form

South Carolina Grade 2 Gifted and Talented Testing

Acknowledgment of Receipt of Test Materials Fall 2010

The School Test Coordinators in our district have reviewed the testing materials received and we can report (check which applies):

A. _____ All materials have been received as indicated on packing slips.

B. _____ All materials have been received as indicated on the packing slips except the following:

District

District Test Coordinator

Phone Number

Signature

Date

Please fax to Riverside Project Manager:
630.467.7150

Appendix L: Summary of Test Materials Returned Form

South Carolina Grade 2 Gifted and Talented Testing

> **Summary of Test Materials Returned Fall 2010**
>
> **(Secure test materials accountability)**

School _____

School Test Coordinator _____

Date _____

	ITBS	*CogAT*	**Total**
SCORABLE MATERIALS: Total number of test booklets being returned (including: completed, absent, excused, damaged, moved, or refused)			

	ITBS	*CogAT*	**Total**
NON-SCORABLE MATERIALS: Total number of *Directions for Administration,* unused overage test booklets, and large-print test booklets			

Please use your Building Packing List and the Security Checklist to verify that the total number of test materials you are returning to the District Test Coordinator (DTC) matches the total number of test materials you received.

If you are not returning any of a particular test material, this should be documented on the Security Checklist. All discrepancies should be resolved before returning test materials to DTC. Please make a copy for your records and fax this form to DTC when complete.

NOTES

NOTES